

## **Editor's Page Volume 2**

It gives me great pleasure to be present the second issue of the Journal of String Research (JSR). One of the objectives of the JSR has been to produce a quality journal that would serve as a vehicle to disseminate excellent string research. To this end we have, I believe, once again accomplished this objective.

This issue of the Journal of String Research contains the national research report on the "Status of Orchestra Programs in the Public Schools." The National Research Committee of the American String Teachers Association WITH National School Orchestra Association undertook this study with funding provided by ASTA WITH NSOA. While a truncated version of the research findings from this study appeared in the American String Teacher, the full report and findings are now available in this issue of JSR.

Also appearing in this issue are two excellent articles by Kirk Moss. In his article titled "A Review of Literature Pertaining to Factors that Contributed to the Process of Starting a Curricular String Program" Dr. Moss presents a review of literature that explores factors that lead to the development of school string programs. Topics such as advocacy and new string program development and model building are investigated in this interesting review.

Dr. Moss' article on the "Attitudes toward Curricular String Instruction Among South Georgia's Public School Superintendents" provides an interesting look at administrators' philosophical thoughts concerning string programs and instruction in this area. While many of the superintendents surveyed indicated they did not offer curricular string instruction they also indicated that were monies available they would like to do so.

In their study titled " Factors Contributing to Perceived Tuning Independence Among Middle School and High School String Players, Donald Hamann, Robert Frost, and Melissa Wieters explored factors that contributed to bowed string students' perceived tuning independence or perceived independent instrument tuning abilities. With surveys from 826, 6th through 12th grade string students, these researchers found that grade level and/or years of study, intonation confidence, individual and class tuning procedures, type of reference pitch provided in tuning procedures, and private lesson study, contributed to students' perceived tuning independence.

I hope you find the information in this issue of the Journal of String Research to be both informational and inspirational and that these articles will inspire your research and teaching agendas. As always, I encourage and welcome your submissions to the Journal of String Research.